

**THE EFFECT OF USING PAIRED READING PAIRED
SUMMARIZING STRATEGY TOWARDS READING
COMPREHENSION OF THE SECOND YEAR
STUDENTS AT SENIOR HIGH SCHOOL
HANDAYANI PEKANBARU**



BY

**YENI ASTRINA
NIM. 10814002333**

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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1434 H/2013 M**

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for Getting Bachelor Degree of Education

(S.Pd.)



By

YENI ASTRINA

NIM. 10814002333

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

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Pekanbaru, June 26th 2013

The writer,

Yeni Astrina

NIM. 10814002333

ABSTRAK

YeniAstrina (2013). "Pengaruh Penggunaan Strategi Paired Reading Paired Summarizing terhadap Pemahaman Membaca Siswa Kelas Dua di SMA Handayani Pekanbaru.

Ada banyak masalah yang dihadapi siswa dalam mempelajari bahasa Inggris khususnya dalam pemahaman tentang bacaan. Setelah melakukan pengamatan pendahuluan peneliti menemukan bahwa, sebagian siswa kelas dua memiliki kendala dalam memahami sebuah text. Peneliti menginterpretasikan bahwa mereka mempunyai kelemahan dalam memahami text yang ditunjukkan dengan kurangnya penguasaan kosa kata, kurang mampu mengidentifikasi topic, kurang mampu mengidentifikasi struktur organisasi dari sebuah text, dsb.

Tujuan penelitian ini adalah untuk menemukan kemampuan siswa kelas dua dalam memahami teks bacaan tanpa menggunakan strategy Paired Reading Paired Summarizing, untuk menemukan kemampuan siswa kelas dua dalam memahami teks bacaan news item dengan menggunakan strategy Paired Reading Paired Summarizing, dan untuk mendapatkan pengaruh penggunaan strategy Paired Reading Paired Summarizing terhadap pemahaman membaca teks siswa kelas dua SMA Handayani Pekanbaru.

Jenisnya penelitian ini adalah eksperimen semu. Subjek penelitian adalah kelas dua SMA Handayani Pekanbaru. Objek penelitian adalah pengaruh penggunaan strategi Paired Reading Paired Summarizing. Populasi penelitian adalah seluruh kelas dua tahun akademik 2012/2013. Sampel dipilih melalui *cluster sampling*. Satu kelas ditetapkan sebagai kelas eksperimen dan satu kelas sebagai kelas kontrol.

Untuk menganalisis data, peneliti menggunakan *t*-test. Dari hasil analisis data, peneliti menemukan bahwa t_o lebih tinggi dari t_{table} . Berdasarkan hasil tersebut, dapat disimpulkan bahwa H_a diterima dan H_o di tolak. Dengan kata lain, ada pengaruh yang signifikan dari penggunaan strategy Paired Reading Paired Summarizing terhadap pemahaman bacaan pada siswa kelas dua di SMA Handayani Pekanbaru.

ABSTRACT

YeniAstrina (2013).” The Effect of Using Paired Reading Paired Summarizing Strategy towards Reading Comprehension of the Second Year Students at SMA Handayani Pekanbaru.

Some problems were faced by students in learning English especially in reading comprehension. After doing preliminary observation, the writer found that some of the students of the second year still had problems in comprehending the text. The writer interpreted that they had lack of comprehension because they had lack of vocabulary, unable to identify the topic, unable to recognize the generic structure of the text and so forth.

The objectives of this research were to find out the ability of the second year students in comprehending reading text without using Paired Reading Paired Summarizing strategy, to find out the ability of the second year students in comprehending reading text by using Paired Reading Paired Summarizing strategy, and to obtain the effect of using Paired Reading Paired Summarizing strategy towards reading comprehension of the second year students at SMA Handayani Pekanbaru.

The type research was quasi-experimental research. The subject of this research was the second year students at SMA Handayani Pekanbaru. The object of this research was the effect of using Paired Reading Paired Summarizing strategy. The population of this research was all of the second year students in the academic year of 2012/ 2013. The sample was chosen through cluster sampling. One class was nominated as the experimental group and another one was the control group.

To analyze the data, the researcher used t-test formula. The result of data analysis found that t_o higher than t_{table} . It can be concluded that H_0 was rejected and H_a was accepted. The students' reading comprehension in narrative text taught by using Paired Reading Paired Summarizing strategy is categorized into good level while the students' reading comprehension in narrative text taught by using three phase technique is categorized into enough level. In other words, there is a significant effect of using Paired Reading Paired Summarizing strategy towards reading comprehension of the second year students at SMA Handayani Pekanbaru.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the four skills which is learnt by the students at junior and senior high schools and even at university level. Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader, which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement.¹

The goal of reading is for comprehension. Without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out. There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension.² In order to understand a text, the reader must be able to comprehend the

¹Jt Guthrie, *Reading Skill*. [Electronic Version]. Retrieved on April 27, 2011. From [http://www.sil.org/lingualinks/language learning/otherresources/readingskill.htm](http://www.sil.org/lingualinks/language%20learning/otherresources/readingskill.htm)

² Joelle Brummitt-yale, *What is Reading Comprehension?* [Electric Version], Retrieved on April 7, 2011, p. 2, <http://www.k12reader.com/what-is-reading-comprehension/>

vocabulary used in the piece of writing. Reading comprehension is important because without it, reading does not provide the reader with any information.

In order to accomplish students' needs toward reading, School Based Curriculum provides reading as one of skills that must be taught and learned in senior high school. Senior High School HandayaniPekanbaru is one of the schools that also use School Based Curriculum as their guidance in teaching-learning process. Reading is taught twice a week within 90 minutes for one class. According to syllabus at the second grade, the based competence of reading refers to capability of students to comprehend the meaning of text or essay in form of narrative, hortatory exposition, analytical exposition and spoof.³ In this research, the writer focuses on narrative text. It is learned in the second grade at senior high school.

Based on the preliminary observation at Senior High School HandayaniPekanbaru, the teacher uses conventional technique. It is called three-phase technique. The teacher teaches reading by using a textbook. She gives a copy material of the book for the student and after that teacher asks students to explain what the text tells about. At the end of the class, the students get feedback toward their comprehension about their reading, such as the teacher gives rewards for the students who can answer the question correctly. Ideally, students in Senior High School HandayaniPekanbarushould

³*Syllabus of Senior High School Handayani*. 2012. Unpublished,p.17

be able to comprehend the text that they read. However in fact, it is found that some of the students still have difficulties to comprehend the content of the text that they have read. It can be itemized into the following phenomena:

1. Some of the students do not know how to improve their comprehension about the text.
2. Some of the students still have difficulties to answer the question given in the text.
3. Some of the students find it difficult to activate their own prior knowledge when they read the material.
4. Some of the students get difficulties in analyzing the text.
5. Some of the students feel bored when reading the English text.

To improve the students' reading comprehension needs an appropriate strategy and technique to help them to give solution to their problems. One of these techniques is called Paired Reading Paired Summarizing Strategy. It is a technique for having pairs of students read a text closely for understanding. It allows students to take more initiative in their own and each other's learning. It is intended to encourage different kinds of thinking, all of which encourage comprehension.⁴

⁴ Allan Crawford, et.al., *Teaching and Learning Strategies: for the Thinking Classroom*. (New York: The International Debate Education Association, 2005), p.25

Based on the explanation above, the writer is interested in conducting a research entitled “The Effect of Using Paired Reading Paired Summarizing Strategy towards Reading Comprehension of the Second Year Students at Senior High School Handayani Pekanbaru”

B. The Definition of the Term

In order to avoid misunderstanding and misinterpretation in this research, the writer narrates some definitions of the key terms. They are as follows:

1. Effect

Hornby stated that, effect means the influence that something has on the way a person thinks or behaves or on the way that something works or develops.⁵ In this research, the effect means the influence of Paired Reading Paired Summarizing towards reading comprehension of the second year students at Senior High School Handayani Pekanbaru.

2. Paired Reading Paired Summarizing Strategy

Vaughn in Alan Crawford stated that, paired reading paired summarizing is a technique for having pairs of students read a text closely to understanding.⁶

⁵ Hornby, AS. *Oxford Advanced learner's Dictionary (sixth edition)*. (Oxford: Oxford University Press, 2000), p.666

⁶ Hornby, AS. *Op.cit.* p.25

3. Reading comprehension

Richards stated that, reading means perceiving a written text in order to understand its contents. The understanding that result is called reading comprehension.⁷ In this research, comprehension means ability in comprehending the narrative text of the second year students at Senior High School HandayaniPekanbaru

C. The Problem

1. The Identification of the Problems

Based on the description and several phenomena above, it is clear that some of the students still get problem in learning English, especially in reading comprehension. They do not know how to improve their comprehension about the text, they still have difficulties to answer the questions that are given in the text and also they get difficulties in analyzing the text.

2. The Limitation of the Problems

Based on the identification of the problem above, the problems of this research are limited to:

- a. Some of the students have difficulties in analyzing the text.

⁷ Richards, Jack C. et.al., *Longman Dictionary of Language Teaching and Applied Linguistics*. (Printed in Malaysia, VVP, 1992).p.443

- b. Some of the students do not know how to improve their comprehension about the text.

Based on limitation of the problems above, the writer offered a teaching strategy that was Paired Reading Paired Summarizing strategy to solve those problems.

3. The Formulation of the Problem

The problem in this research can be formulated in the following questions:

- a. How is the students' reading comprehension in narrative text before being taught by using Paired Reading Paired Summarizing Strategy?
- b. How is the students' reading comprehension in narrative text after being taught by using Paired Reading Paired Summarizing Strategy?
- c. Is there any significant effect of using Paired Reading Paired Summarizing strategy towards reading comprehension of the second year students at Senior High School Handayani Pekanbaru?

D. The Objective and Significance of the Research

- 1. The objectives of this research are:

- a. To find out the students' reading comprehension in narrative text before being taught by using Paired Reading Paired Summarizing Strategy.
- b. To find out the students' reading comprehension in narrative text after being taught by using Paired Reading Paired Summarizing Strategy.
- c. To find out whether there is a significant effect of using Paired Reading Paired Summarizing strategy towards reading comprehension of the second year students at Senior High School Handayani Pekanbaru.

2. The Significance of the Research

This research is significantly carried out the following needs:

- a. To give information and solution for English teachers in teaching reading by using this strategy
- b. To help the writer to enlarge her knowledge and experience about the effect of paired reading paired summarizing strategy towards students' reading comprehension.
- c. To be academic requirements to get undergraduate degree.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is an active process. Patel and Preeven stated that reading is an active process which consists of recognition and comprehension skill. It is also described as a complex process of making meaning from a text, or variety of purposes in a wide range of contexts. The process of reading may be broadly classified into three stages:¹

- a. The first stage is the recognition stage.

At this stage, the learner simply recognizes what she or he read.

- b. The second stage is the structuring stage.

The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

- c. The third stage is the interpretation stage.

The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards.

¹Patel and Praveen, *English Language Teaching (Methods, Tools & Techniques)*, [Electronic Book] (Jaipur: Sunrise Publishers & Distributors, 2008), p. 113

Rhichards, et. al., stated that reading means perceiving a written text in order to understand its contexts.² It can be done silently. Furthermore, Kalayo and Anshari stated that reading is an activity with a purpose.³ The purpose for reading is also determined an appropriate approach to reading comprehension. It means that before doing reading activity, a reader has to know what the purpose of the reading itself to get the meaning of what he reads. In addition, reading is a means of language acquisition, of communication and of sharing information and ideas.⁴ Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitudes, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement.

Reading is always related to reading skill. Mikulecky and Linda Jeffries state that reading is the students' ability to achieve reading comprehension. Students should have many ways to reach comprehension in reading. They should be able to recognize the topic of the text, the pattern of relationships that are stated in the text and lexical equivalent as clues to cohesion such as pronouns, preposition,

² Rhichards, Jack C. et. al., *Longman Dictionary of Language Teaching and Applied Linguistics*. (Printed in Malaysia, VVP, 1992), p. 443

³ Khalayo and Anshari. *Teaching English as Foreign Language*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p.114

⁴ A Wigfield, *Reading Process*, [Electronic version]. Retrieved on pMey, 18, 2011. From [http://en.wikipedia.org/wiki/reading_\(process\)](http://en.wikipedia.org/wiki/reading_(process))

and reference. The students should be able to identify the genre of the text, the purpose of the text, and the ideas of the author. They also should have the ability to get the detail information and the overview through scanning and skimming, guessing the meaning of unknown words, paraphrasing text, and summarizing, drawing conclusion at the end of the reading and giving critics or comment about the text in their own words.⁵

Based on the explanation above, the purpose of reading is to get comprehension. The students will be able to catch the ideas of the text by reading it carefully. Reader should have an active role in reading since readers also make a contribution in reading. They are thinking about the purpose and the content of the text while reading it in order to get the meaning of the text. Besides, reading involves their thinking and perception after finishing reading the text to reach understanding.

2. The Nature of Reading Comprehension

William in Yamin stated generally the purpose of reading is classified into⁶:

⁵Beatrice Mikulecky and Linda Jefries, *Basic Reading Power*. (Longman, 1997), p. 25

⁶Yamin. "*The Application of Questioning Strategy in Improving the Second Year Students' Reading Comprehension Achievement at Junior High School 2 Sungai Apit*". (Pekanbaru: State Islamic University of Sultan Syarif Kasim Riau, 2006

- a. Getting general information from the text
- b. Getting specific information from the text
- c. Reading for pleasure and interest

By knowing the real purpose of reading, it will help readers to reach the goal of understanding. To reach it, the reader must be able to understand the meaning of each word. It is supported by McNeil that a dominant goal of reading is comprehension- the ability to find the meaning in what is read. It indicates that to understand the message means to comprehend a text.⁷ Furthermore, Nuttal says that one reason for reading is that we want to understand other people's ideas; if we are all identical, there would be no point in most communication.⁸ It means that the background of someone is important in understanding a reading text. If the writer and the reader are closely similar in background, training, attitude and so on, the reader is likely to interpret the text with no conscious effort.

According to Westwood, Reading comprehension can be defined as an active of thinking process through which a reader intentionally constructs meaning to form a deeper understanding of

⁷McNeil, John D.et. al., *How to Teach Reading Successfully*. (Canada : Little Brown and Company, 1980), p. 129

⁸Christine, Nuttal, *Teaching Reading Skills in a Foreign Language*. (Great Britain: the Bath Press, 1996), p. 10

concepts and information presented in a text. There are some aspects to make efficient interpretation of text involving:

- a. Combination of word recognition skills
- b. Linking of new information to prior knowledge, and Application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.⁹

Comprehension is usually found in the readers' mind. It is clear that reading comprehension is not only a process of knowing the meaning of words, but also a process of catching the idea of the text whether it is stated explicitly or not. Comprehension in English depends on the knowledge of words, speeches, and arrangement of words according to the rule of written English. Readers must be able to read paragraphs consisting of many sentences. From the statement above, it is known that to comprehend the reading text is difficult for foreign language readers.

According to Snow and Sweet, there are three elements that entail comprehension:

- a. The reader who is doing the comprehending
- b. The text that is to be comprehended.

⁹Petter Westwood, *What Teachers Need to Know About Reading and Writing Difficulties*. (Victoria: Acer Press, 2008), p. 31

- c. The activity in which comprehension is a part.¹⁰

It can be concluded that in considering the reader, it includes all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. By reader, a text means anything that they read whether printed or electronic.

3. The Skills and the Prerequisites in Reading Comprehension

The most succinct way to characterize good readers is to say that they are more strategic than poor readers. The skills that good reader uses to understand and learn from the text are as follow:¹¹

- a. Rapid and accurate word reading
- b. Setting goals for reading
- c. Noting the structure and organization of text
- d. Monitoring their understanding while reading
- e. Creating mental notes and summaries
- f. Making predictions about what will happen, checking them as they go along and revising and evaluating them as needed

¹⁰ Catherine E. Snow and Anne Polselli Sweet, *Rethinking Reading Comprehension*. (New York: Guilford Press, 2003), p. 2

¹¹ Janette K. Klingnerl, *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: the Guildford Press, 2007), p. 3

- g. Capitalizing on what they know about the topic and integrating that with new learning
- h. Making inferences
- i. Using mental images such as visualization to assist them in remembering or understanding events or characters

In particular, several of the prerequisites to successful reading comprehension have been identified. These include:¹²

- a. Successful initial reading instruction resulting in rapid and accurate word reading.
- b. Good oral language skills (large oral vocabularies, good listening comprehension).
- c. Well develop stores of world knowledge in a variety of subject areas.
- d. Social interaction in homes, classrooms and the community that motivate students to read.
- e. Opportunities to practice reading for various purposes.
- f. Lots of exposure to many different kinds of reading materials.

¹² Snow, C, Burns,. S., and Griffin, P, *Preventing Reading Difficulties in Young Children*. (Washington DC: National Academy Press, 1998), p. 30

- g. Various specific instructional that have proven to be particularly effective in improving reading comprehension.
- h. Instruction based on an appropriate and well articulated alignment between curriculum and assignment.

The main purpose of reading is to understand and to find out the information from the passage. The readers should know the characteristics and prerequisites above to understand the contents of the passage. It will help them to find the information or the author's mean exactly.

4. The Purpose of Reading

Reading is very important to learn. Reader can enlarge their knowledge by reading. In this case, Kalayo states that reading is an activity with a purpose. A person may read in order to gain information, for enjoyment, to enhance knowledge of the language being read. The purpose of reading also determines appropriate approach to reading comprehension.¹³ Generally, the purpose of reading is classified into:

- a. Getting general information from the text
- b. Getting specific information from the text
- c. Reading for pleasure or for interest

¹³Khalayo and Anshari. *Op.cit.* p. 114

- d. Reading to compare the information with the reader's own knowledge
- e. Reading is as social control.

5. Comprehending Narrative Text

Narrative text is one kind of text in English that serves to expand the students' experiences through humor, adventure, biography and description. According to Jose Angela Landau in Endah Wahyuni, narrative is a semiotic representation of a series of events connected in a temporal and causal way. The basic purpose of narrative is to entertain, to gain and to hold a readers' interest. It can also be written to teach or inform, to change attitudes/ social opinions. Narratives sequences people or character in time and place but differs from recount that through the sequencing, the story set up one or more problems, which must eventually find a way to be resolved.

Narrative can be divided into traditional fiction including folktales, fairytales, parables, fables, moral tales, myths and legends; and modern fiction which includes modern fantasy and temporary realistic fiction.¹⁴ The content of narratives therefore covers many areas, e. g. horror stories, mysteries, romance, science fiction,

¹⁴ Blake Education, *Targeting Text: Narrative, Poetry, Drama*. (Singapore: Green Giant Press), p. 4

historical narratives; choose your own adventures and cartoons. Narratives can be found in picture story books, simple short story, and longer stories with complicated plots.

They are three features of narrative text. They are social function, generic structure, and grammatical features.

a. Social Function

Social function of narrative text means the function of narrative for the readers in their social life. It is to amuse or entertain the readers with actual or imaginary experience ways.

b. Generic Structure of Narrative Text

- 1) Orientation is a set of scene, where and when the story happened, introduces the participants of the story: who and what is involved in the story.
- 2) Complication, is an initiating event; the event that start the main character of on a series of event to solve the problem.
- 3) Resolution, showing the way of participants to solve the crises, better or worse.

- 4) Re-orientation is a closing remark to the story and it is optional. It consists of moral lesson, advice or teaching from the writer.¹⁵

c. Grammatical Feature

Common grammatical features of narrative text include:¹⁶

- 1) Use of particular nouns to refer to or to describe the particular people, animals and things that the story is about
- 2) Use of adjectives to build noun groups to describe the people, animals or things
- 3) Use of time connectives and conjunctions to sequence events through time
- 4) Use of adverbs and adverbial phrases to locate the particular incidents or events
- 5) Use of past tense action verbs to indicate what characters are feelings, thinking or saying.

¹⁵Kate Cain, *The Narrative Text Type*. [Electronic Version]. Retrieved on Juni, 16, 2011.
From <http://ahmadzahrowi.wordpress.com/2009/03/16/narrative-text/>

¹⁶Nicholas G. Carr, *Modules English k-6*. (Sydney:Board of Studies NSW, 1998), p. 26

Narrative can be really enjoyable to write and to read. It is a story telling. If the story is told clearly and detail, the reader will be able to understand what the writer is talking about.

6. Students' Reading Comprehension in Narrative Text

Comprehension is the reason for reading. If the student can read the words but do not understand what they are reading, they are not really reading. The factors of reading comprehension is the reader's comment, the reader's ability in monitoring and reflecting on her or his own level understanding, and the reader's adequate background and vocabulary being presented. Reading different types of texts requires the use of different reading strategies and approaches.

Based on the standart competence of graduation, the indicators of reading comprehension in narrative text consist of some indicators. In this research, based on the theories on reading comprehension skills and the standard competence of graduation, the writer formulates some indicators to measure students reading comprehension in narrative text as follows:¹⁷

- a. Students are able to find out main idea in narrative text
- b. Students are able to indentify meaning of word in narrative text
- c. The students are able to make reference in narrative text

¹⁷*Standar Kompetensi Lulusan SMA Handayani, 2012. Unpublished.*

- d. The students are able to find out the event in narrative text

In conclusion, reading comprehension in narrative text means the basic of students' activity involves in skill, knowledge, and understanding of words, relationship among words and concept, and organizing the ideas in narrative text.

7. The Factors Influence Students' Reading Comprehension in Narrative Text

Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials. There are several factors that influence reading comprehension. They are as follows:¹⁸

a. Prior Knowledge

Prior knowledge is so necessary for comprehension that some speculate that can often account for a large portion of the difference between successful comprehenders. Teacher must begin by assessing whether or not this is true, by providing background information and vocabulary instruction when necessary, and by helping students to

¹⁸Judith Westphal Irwin, *Teaching Reading Comprehension Process*. (New Jersey Prentice-Hall, Inc., English Cliffs, 1986), pp. 102 - 112

select what information they will need to apply and when to apply it.

b. Motivation and Interest

Comprehension is also improved when students are motivated and interested. To some extent, teachers facilitate each time they make the task easier by making sure that students have the requisite skills and schemata. Interest in the material leads to more motivation and students read interesting material with greater comprehension than uninteresting material, even when readability level is the same for each.

c. Cultural Differences.

Teacher should be aware of how cultural differences of the comprehension of individual students. Cultural differences can clearly be related to differences in prior knowledge, vocabulary, and interest. Moreover, teachers must be careful to recognize the validity of the thinking strategies of culturally different students, even when trying to teach standard one.

d. Decoding Fluency

Finally, students cannot be expected to comprehend passages when they are devoting large amounts of attention to identifying individual words. They must be given material they can decode fluently if they are to develop their comprehension skills.

8. The Nature of Paired Reading Paired Summarizing Strategy

In order to make students understand about the text that they have read, teachers need a strategy for it. According to Kalayo and Ansyari, reading comprehension would be resulted when the readers know which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading purpose.¹⁹ In this case, the writer will use a good strategy to make readers understand about the text that they read; Paired Reading Paired summarizing strategy.

a. The Definition of the Strategy

Paired reading paired summarizing is a highly structured, but simple strategy that can easily be taught to others- including to school-age children and youth. The students read aloud in tandem with an accomplished reader. At a student signal, the helping reader stops

¹⁹*ibid.* p. 115

reading, while the student continues on when the student commits a reading error, the helping reader resumes reading in tandem.²⁰ It is a straightforward and enjoyable way for more able readers to help less able readers develop better reading skill. It is adaptable to any reading material, and tutees select books which are of intrinsic interest to them. Encouragement to read little and often is usual.²¹

Vaughn stated that paired reading paired summarizing strategy allows students to take more initiative in their own and each other's learning. It is intended to encourage different kinds of thinking, all of which encourage comprehension.²² Basic paired reading requires establishing ground rules about when and how help will be asked for/offered when reading, how turns will be taken, and what each rule will be included.

b. The Advantages and the Purpose of the Strategy

There are a lot of benefits to this strategy of reading together. It is structured and easy to teach to anyone who can read independently. Even the tutees can be tutors for students who read at their independent level. Be sure that the material is not more than a year above their independent level. The harder the material, the more

²⁰ Jim Wright, *The Savvy Teacher's Guide: Reading Interventions that Work*. (Washington DC, 2001), pp. 17-18

²¹ Keith Topping, *Paired Reading, Spelling and writing*. (London: British Library, 1995), p.1

²² Jim Wright. *Op.cit.* p. 25

the tutor and tutee will read together. The easier the material, the more the tutee will read alone independently.²³

The purposes of this strategy are:²⁴

- 1) To provide individualized tutoring
- 2) To model effective reading strategies e.g. predicting, confirming, rereading for meaning and accuracy
- 3) To build confidence
- 4) To improve fluency
- 5) To scaffold the dependent reader in the content area reading
- 6) To reinforce the helper's reading strategies

c. Using Paired Reading Paired Summarizing Strategy towards Students' Reading Comprehension in Narrative Text

The basic of Paired Reading Paired Summarizing strategy requires establishing ground rules about when and how help will be asked for/offered when reading, how turns will be taken and what each rule will be included.

To make clear about this strategy, there are several steps for this strategy as follows:²⁵

²³ Marsha Clements, (April, 9th 2009). *Paired Reading- a Great Strategy to Accelerate Reading Levels for Struggling Readers*. Retrieved on June 17, 2012. From Marshaclements.com

²⁴ Miller T and Player S, *Programming and Strategies Handbook*. (Sydney: Ella Education), p.

²⁵ Marsha Clements, *Op.cit.*, pp. 25-26

- 1) Choose an informative text of reasonable length. It should have short paragraphs. Not more than three sentences each.
- 2) Demonstrate the procedure first.
 - a) Read a passage aloud and give a summary of it.
 - b) Ask two questions about the text for the students to answer.
- 3). Ask the students to pair up. Explain that one student will read the first paragraph or marked section of the text and then give a summary of it. Then check for understanding by asking several students to share their summaries. Offer suggestions as necessary.
4. Once the students understand the procedure, they have proceeded on their own to read, summarize, and ask questions about the text, passage by passage. Remind them to switch roles after each passage has been read and discussed.

Like all cooperative learning tasks, Paired Reading Paired Summarizing allows students to be more initiative in their own and each other's learning. It is intended to encourage different kinds of thinking, all of which encourage comprehension. It takes three to four times as long as simply reading a text aloud. In order to save time,

students do paired reading with the first four to six paragraphs and then read the rest of the text independently.

B. Relevant research

As a matter of fact, there are previous researchers regarding with the effect of using strategy to help students in reading comprehension. There are as follows:

1. The research was conducted by G Diaper entitled a Comparative Study of Paired Reading Strategy using Parents as Tutors to Second Year Junior School Children. The research finding is the less able reader appears to benefit to a greater extent than the more able reader from being tutored in reading by a parent, especially in the long-term.²⁶
2. Indah Fadilah Rahmah. In her research, she focused on the Implementation of Paired Reading Strategy and its Effects on Students' Reading Comprehension at State Islamic Senior High School 1 Makassar. The students reveal that the implementation of Paired Reading has a significant effect on students' reading proficiency in terms of content of the text: preview, click and cluck, get the gist and wrap up. The finding signifies that Paired Reading is positively responded by the experimental class. The

²⁶Diaper G, "A Comparative Study of Paired Reading Strategy Using Parents as Tutors to Second-year Junior Children" (Canada: University of Waterloo, 1990)

implementation of Paired Reading increases students' reading comprehension.²⁷

3. The other research was carried out by Cynthia L. Drumheller under the title, the Effects of Paired Reading Intervention on the Reading Fluency of Second Graders at Midwestern School. The study concluded that the Paired Reading intervention in fluency significantly raised independent reading levels for both the oral and silent readers and prosody scores for the oral reader compared to the control group and provided an effective, inexpensive reading practice opportunity within classroom.²⁸

While in this research, the writer focuses on the effect of Paired Reading Paired Summarizing strategy towards reading comprehension of the second year students at Senior High School Handayani Pekanbaru. This strategy would be given significant effect towards students reading comprehension achievement.

C. Operational Concept

In order to avoid misunderstanding about this study, it is necessary to explain about the variable used in this study. There are two

²⁷ Indah Fadilah Rahman, "The Implementation of Paired Reading Strategy and its Effects on Students' Reading Comprehension at State Islamic Senior High School 1 Makassar" (Makassar: University of Hasanudin Makassar, 2012)

²⁸ Cynthia L. Drumheller, "The Effect of Paired Reading Intervention on the Reading Fluency of the Second Graders at Midwestern School" (2007)

variables in this research. They are variable X and Y. Variable X is as an independent variable (paired reading paired summarizing strategy) and variable Y is as the dependent variable (reading comprehension). Therefore, the operational concept can be seen in the following indicators.

The procedures of Paired Reading Paired Summarizing as variable X are as follows:²⁹

1. In pairs, take turns reading a paragraph at a time from an assigned reading.
2. The reader reads in a low voice, loud enough only for the listener to hear.
3. When the reader completes the paragraph, the listener provides a summary of the paragraph that needs to be “approved” by the reader. If the summary is not clear or accurate, the pair goes back to the text and rereads silently to add what is necessary.
4. Then the two switch roles, with the first reader becoming the active listener and summarizer.
5. If the reader stumbles on a word or is having difficulty, the reader can ask for help from the partner. If help is not asked

²⁹Barbara Foorman, *Paired Reading Strategy*. Electronic version. Retrieved on June, 17, 2011. From Literacypathways. Wikispaces. Com/file/view/paired+reading.pdf

for, then the listener should give the reader the opportunity to figure it out.

6. Give directions for what the pair should do when they are done with the reading. This might include: discussing what they each found interesting about what they have read, answering questions or completing a graphic organizer together or separately, interviewing another pair about their reading session (what went well/what did not), asking pairs to contribute three interesting words (or words that meet specific criteria) from their reading to the Word Wall, adding to their learning log or journal based on what was read, or asking the partners to write a collaborative summary of what they read.

The indicators of students' reading comprehension are as follows:³⁰

1. Students are able to find factual information in narrative text
2. Students are able to identify supporting idea in narrative text
3. Students are able to locate the meaning of vocabulary in context of narrative text
4. Students are able to identify references in narrative text
5. Students are able to make inferences from the narrative text

³⁰*Syllabus Bahasa Inggris SMA Handayani*

D. The Assumption and Hypothesis

1. Assumption

In general, assumption for this research can be exposed as the following:

- a) The students' reading comprehension on Narrative text is various.
- b) The better of Paired Reading Paired Summarizing strategy is applied, the better of students' reading comprehension in narrative text will be.

2. Hypothesis

H_a : There is a significant effect of using Paired Reading Paired Summarizing Strategy towards Reading Comprehension of the Second Year Students at Senior High School Handayani Pekanbaru.

H_o : There is no significant effect of using Paired Reading Paired Summarizing Strategy towards Reading Comprehension of the Second Year Students at Senior High School Handayani Pekanbaru.

CHAPTER III

THE METHOD OF THE RESEARCH

A. Design of the Research

This research is an experimental research, which has two variables. The independent variable symbolized by “X” that is the using of paired reading paired summarizing strategy and the dependent one as “Y” which refers to students’ reading comprehension. Experiment is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.¹ In addition, an experiment is the quantitative approach that provides the greatest degree of control over the research procedures.²

In conducting this research, the writer took two classes; one class was as an experimental class taught by using Paired Reading Paired Summarizing Strategy and the other was as a control class taught by using three phase technique. In the experimental class, the students were administered by a pre-test at the beginning of the teaching learning process in order to know the students’ reading comprehension. Then, a treatment was given to this experimental class that was Paired Reading Paired Summarizing Strategy. During the treatment, the writer was corporated by the observer. At the end of the teaching learning process, there was a post test in order to

¹ John. W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), p. 299

² L.R. Gay and Peter Airasian, *Educational Research Competencies For Analysis And Application, Six Ed.*, (New Jersey: Prentice-Hall, Inc, 2000), p. 15

know the effect of using Paired Reading Paired Summarizing Strategy towards students' reading comprehension. For the control class, there was pre-test at the beginning but there is no treatment as in experimental class. In brief, the research can be designed by the following table:

Table III. 1

Research Design

Class	Pre-test	Treatment	Post-test
Experiment	X ₁	T	X ₂
Control	Y ₁	O	Y ₂

B. Location and Time of the Research

The research was conducted at the second year students of Senior High School Handayani Pekanbaru that is located at Kapten Fadilah street number 1. The research was done from January to February 2013.

C. Subject and Object of the Research

The subject of this research was the second year students at Senior High School Handayani Pekanbaru, while the object of this research was the effect of Paired Reading Paired Summarizing Strategy towards reading comprehension of the second year students at Senior High School Handayani Pekanbaru.

D. Population and Sample

The population of this research was the second year students of Senior High School Handayani Pekanbaru. It consists of two classes of Social Study Program. The total number of population is 60 students.

The population above is enough to be all taken as sample of the research. Based on the limitation of the research, the writer takes two classes of Social Study Program after doing clustering sample randomly. Cluster sampling randomly selects groups, not individuals.³ But all members of selected groups had similar characteristics. To decide which one to be an experimental class and control class, the writer used lottery by using two small pieces of paper and wrote XI IPS 1 on the first paper and XI IPS 2 on another paper. Then the writer put them in a small box and shook them to make one of them thrown out. The paper which thrown out was chosen as an experimental class and the other was control class. The result found that XI IPS 2 became the experimental class and XI IPS 1 became the control class. So, the total sample of the research by numbers 60 students; 30 students for control class and vice versa.

³*Ibid.*, p. 129

Table III. 2
Sample of the Research

No.	Classes of Social study Program	Total number of students
1	XI 1 (as control class)	30
2	XI 2 (as an experimental class)	30
	Total	60 students

E. The Technique of Collecting Data

In this research, the writer used test as the technique of collecting data. According to Hughes⁴, there are many techniques that can assess students' comprehension, but the writer used Multiple Choices Technique

Multiple choices technique is a technique that is designed by using five choices and the respondent choose one choice, based on the question. This technique is able to assess the student's reading comprehension.

Before the test was conducted it was tried out to get validity and reliability.

1. Validity

Anderson in Suharsimi stated that, a test is valid if it measures what it purposes to measure⁵. It is worth pointing out that

⁴ Arthur Hughes, *Testing for Language Teachers*, second edition, (Cape Town: Cambridge University Press), p.143

if a test is to have validity, not only the items but also the way in which the responses are scored must be valid. A reading test may call for short written responses. If the scoring of these responses takes into account spelling and grammar, then it is not valid. The value itself was used to find out the level of difficulties of each item.

The standard of the value used was 0.30 and 0.70.⁶ The items that could not fulfill the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy.

The formula of validity could be seen below:⁷

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{N \sum X^2 - \sum X^2 \quad N \sum Y^2 - \sum Y^2}$$

r_{XY} : Correlated Coefficient between X and Y

X : Odd Items (1,3,5,7,9,11,13,15,17,19,21,23,25)

Y : Even Items (2,4,6,8,10,12,14,16,18,20,22,24)

N : Respondents

⁵Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*, (Jakarta: Bumi Aksara, 2009), p. 65

⁶*Ibid*, p.76

2. Reliability

Reliability is the other important thing in measuring the instrument. Reliability was used to determine the consistency of the test. It focused on how many items were given to the respondents. Reliability was related to validity. Even validity is more important, but reliability supports validity.⁸ The score would have been different if the test had been administered on the previous or the following day. What we have to do is to construct, administer and score the tests in such a way that the scores actually obtained on a test on a particular occasion are likely to be very similar to those which would have been obtained if it had been administered to the same students with the same ability, but at a different time. The more similar the scores would have been, the more reliable the test is said to be. In this research, the writer found five questions were rejected. And then the writer fixed the questions to be better questions.

To obtain the reliability of the test given, the writer used the formula below:⁹

$$r_{11} = \frac{2 r_{1/2 \ 1/2}}{1 + r_{1/2 \ 1/2}}$$

⁸*Ibid*, p. 87

⁹*Ibid.*, p. 93

Based on the analysis of validity and reliability, it found that (see appendix 5) the r_{value} of validity is 0.43 and r_{value} of reliability is 0.62. According to Suharsimi Arikunto the range of correlation coefficients are as follows: ¹⁰

- a) Between 0.800 to 1.00 = Very High
- b) Between 0.600 to 0.800 = High
- c) Between 0.400 to 0.600 = Enough
- d) Between 0.200 to 0.400 = Low
- e) Between 0.00 to 0.200 = Very Low

In conclusion, the validity of the test is categorized into enough level while reliability of the test is categorized into high level.

a. Procedures of Collecting Data for Experiment Class

1) Pre-test

Pre-test is used to determine the ability of the students as the sample. Item used in this test consists of 30 items. It is about reading comprehension which is appropriate to the curriculum that they use. The test consists of five passages within five questions for each.

¹⁰*Ibid*, p.75

2) Treatment

The treatment was conducted for experimental class only. It used Paired Reading Paired Summarizing strategy in teaching reading comprehension. The length of time to apply this strategy was eight meetings.

3) Post-test

After nine meetings (including pre test), the post test was administered. The results were used as the final data for this research.

b. Procedures of Collecting Data for Control Class

1) Pre-test

The goal, items and procedures of the test for control class were similar as those conducted for experimental class.

2) Conventional Strategy (Three-Phase Technique)

In this case, the teacher taught reading for control class by using conventional strategy that is three-phase techniques. The procedures in the control class are as follow:

- a) The teacher asks the students to read the passage on the text.
- b) The teacher asks the students to find out the meaning of the difficult words.

- c) The teacher asks the students to answer the question based on the text.
- d) The teacher collects the students' reading assignment.

F. The Technique of Data Analysis

In analyzing the data, the writer used the score from post-test of the experiment. The score is analyzed by using t-test formula as follow:¹¹

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{SD_x^2}{N-1} + \frac{SD_y^2}{N-1}}}$$

Where t_o : the value of t-obtained

M_x : the mean score of experiment group

M_y : the mean score of control group

SD_x : the standard deviation of experiment group

SD_y : the standard deviation of control group

N : the number of students

The t-table is employed to see whether there is a significant effect between the mean score of both experiment and control group. The t-

¹¹ Hartono, *Statistik Untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008), p.208

obtained value is consulted with the value of t-table at the degree of freedom $(df) = (N_1 + N_2) - 2$, statically hypothesis:

$H_a: t_o > t\text{-table}$

$H_o: t_o < t\text{-table}$

H_a is accepted if $t_o > t\text{-table}$ or there is a significant effect of using Paired Reading Paired Summarizing Strategy towards students' reading comprehension.

H_o is accepted if $t_o < t\text{-table}$ or there is no significant effect of using Paired Reading Paired Summarizing Strategy towards students' reading comprehension.

CHAPTER IV

THE DATA PRESENTATION AND ANALYSIS

A. The Description of the Data

The purpose of the research was to obtain the students' reading comprehension which was taught by using Paired Reading Paired Summarizing (PRPS) strategy and those who were taught by using three phase technique, and to know whether there is a significant effect of the students' reading comprehension which was taught by using Paired Reading Paired Summarizing (PRPS) strategy and those who were taught by using three phase technique. The data were obtained from students' reading comprehension of experimental and control class scores.

The writer taught within 6 (six) meetings for the treatment and 2 (two) meetings for pre and post-test that consisted of twice a week. It was done from January 5th to February 5th 2013. The data were from the score of the students' reading comprehension from pre-test and post-test for both experimental and control classes. In giving the tests; pre-test and post-test, the students had been given five texts and twenty five questions. Each text consisted of five questions based on indicators of reading comprehension.

B. The Data Presentation

The data of this reading comprehension test were the students' improvement scores from pre-test to post-test for both experimental and control classes. The data were collected through the following procedures:

- a. The experiment and the control classes got pre-test, asked them to answer the questions based on the reading text given (multiple choices).
- b. The experiment class got treatment, it was taught by Paired Reading Paired Summarizing strategy, while the control class was taught without this strategy.
- c. Both classes got post-test, asked them to answer the questions based on the reading text.
- d. The students' answer sheets were collected in order to evaluate their comprehension.
- e. The students' answers were recorded and evaluated by writer.

So, the data were only taken from the students who always came to school and followed the treatment given. To make clearer, the students' reading comprehension test result can be seen in the table below:

1. Control Class

Table IV.1
The Students' Score of Control Class of the Second Year at SMA
Handayani Pekanbaru

No.	Name Of Students	Pre-test Control Class			Post-test Control Class		
		TRUE Answers	Scores	Score Categorized	TRUE Answers	Scores	Score Categorized
1	Student 1	20	80	Very Good	20	80	Very Good
2	Student 2	13	52	Less	15	60	Enough
3	Student 3	15	60	Enough	16	64	Enough
4	Student 4	15	60	Enough	16	64	Enough
5	Student 5	15	60	Enough	17	68	Good
6	Student 6	15	60	Enough	16	64	Enough
7	Student 7	16	64	Enough	17	68	Good
8	Student 8	16	64	Enough	15	60	Enough
9	Student 9	15	60	Enough	18	72	Good
10	Student 10	16	64	Enough	15	60	Enough
11	Student 11	14	56	Enough	14	56	Enough
12	Student 12	14	56	Enough	18	72	Good
13	Student 13	14	56	Enough	19	76	Good
14	Student 14	16	64	Enough	20	80	Very Good
15	Student 15	15	60	Enough	19	76	Good
16	Student 16	15	60	Enough	20	80	Very Good
17	Student 17	13	52	Less	16	64	Enough
18	Student 18	15	60	Enough	19	76	Good
19	Student 19	15	60	Enough	18	72	Good
20	Student 20	14	56	Enough	16	64	Enough
21	Student 21	14	56	Enough	16	64	Enough
22	Student 22	14	56	Enough	16	64	Enough
23	Student 23	16	64	Enough	17	68	Good
24	Student 24	13	52	Less	17	68	Good
25	Student 25	16	64	Enough	17	68	Good
26	Student 26	17	68	Good	17	68	Good
27	Student 27	14	56	Enough	15	60	Enough
28	Student 28	20	80	Very Good	16	64	Enough
29	Student 29	15	60	Enough	15	60	Enough
30	Student 30	13	52	Less	15	60	Enough
Total Score		1812			2020		

From table above, the total score of the pre-test in control class was 1812, and total score post-test of control class was 2020. There were 4 students

(13.3%) who got less score, 23 students (76.6%) got enough score, 1 student (3.3%) got good score and 2 students (6.6%) got very good score in pre-test. Frequency description is in the following table:

TableIV.2
The Frequency Description of Students' Pre-test Scores of Reading Comprehension in Control Class

Pre Test Control Class					
No.	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1.	52	4	13.3	13.3	13.3
2.	56	7	23.3	23.3	36.7
3.	60	10	33.3	33.3	70.0
4.	64	6	20.0	20.0	90.0
5.	68	1	3.3	3.3	93.3
6.	80	2	6.7	6.7	100.0
	Total	30	100.0	100.0	0

There were 4 students (13. 3%) who got score 52. 7 students (23. 3%) got score 56. 10 students (33. 3%) got score 60, 6 students (20%) got score 64, 1 student (3. 3%) got score 68, and 2 students (6. 7%) got score 80 in the pre-test control class. The highest score was 80 and the lowest score was 52.

Table IV.3
The Frequency Description of Students' Post-test Scores of
Reading Comprehension in Control Class

Post Test Control Class					
No.	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1.	56	1	3.3	3.3	3.3
2.	60	6	20.0	20.0	23.3
3.	64	8	26.7	26.7	50.0
4.	68	6	20.0	20.0	70.0
5.	72	3	10.0	10.0	80.0
6.	76	3	10.0	10.0	90.0
7.	80	3	10.0	10.0	100.0
	Total	30	100.0	100.0	0

There was a student (3. 3%) who got score 56, 6 students (20%) got score 60, 8 students (26. 7%) got score 64, 6 students (20%) got score 68, 3 students (10%) got score 72, 3 students (10%) got score 76, and 3 students (10%) got score 80 in the post-test control class. The highest score was 80 and the lowest score was 56 in pre-test control class.

2. Experiment Class

Table IV.4
The Students' Score of Experiment Class at the Second Year Students of
SMA Handayani Pekanbaru

No.	Name Of Students	Pre-test Experiment Class			Post-test Experiment Class		
		TRUE Answers	Scores	Score Categorized	TRUE Answers	Scores	Score Categorized
1	Student 1	20	80	Very Good	19	76	Good
2	Student 2	18	72	Good	22	88	Very Good
3	Student 3	20	80	Very Good	20	80	Very Good
4	Student 4	18	72	Good	18	72	Good
5	Student 5	20	80	Very Good	18	72	Good
6	Student 6	19	76	Good	21	84	Very Good
7	Student 7	19	76	Good	20	80	Very Good
8	Student 8	19	76	Good	19	76	Good
9	Student 9	18	72	Good	22	88	Very Good
10	Student 10	20	80	Very Good	22	88	Very Good
11	Student 11	20	80	Very Good	19	76	Good
12	Student 12	17	68	Good	18	72	Good
13	Student 13	20	80	Very Good	22	88	Very Good
14	Student 14	19	76	Good	22	88	Very Good
15	Student 15	19	76	Good	20	80	Very Good
16	Student 16	20	80	Very Good	19	76	Good
17	Student 17	19	76	Good	20	80	Very Good
18	Student 18	19	76	Good	19	76	Good
19	Student 19	19	76	Good	20	80	Very Good
20	Student 20	18	72	Good	22	88	Very Good
21	Student 21	20	80	Very Good	22	88	Very Good
22	Student 22	18	72	Good	20	80	Very Good
23	Student 23	18	72	Good	22	88	Very Good
24	Student 24	18	72	Good	19	76	Good
25	Student 25	17	68	Good	19	76	Good
26	Student 26	17	68	Good	22	88	Very Good
27	Student 27	20	80	Very Good	20	80	Very Good
28	Student 28	20	80	Very Good	20	80	Very Good
29	Student 29	18	72	Good	20	80	Very Good
30	Student 30	17	68	Good	19	76	Good
Total Scores		1964			2420		

From table above, the total score of pre-test in experiment class was 1964, and total score in post-test was 2420. There were 20 students (66.6%) who got good score, and 10 students (33.3%) got very good score in pre-test. After the students of experiment class had been taught by using Paired Reading Paired Summarizing strategy, they had improvement score; there were 11 students (36.6%) who got good score, and 19 students (63.4%) got very good score of post-test in experiment class. To clarify the students score, it is needed a frequency description. The frequency distribution of the pre-test students' reading comprehension test score is as follows:

Table IV.5
The Frequency Description of Students' Pre-test Scores of
Reading Comprehension
In Experiment Class

Pre Experiment Class					
No.	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1.	68	4	13.3	13.3	13.3
2.	72	8	26.7	26.7	40.0
3.	76	8	26.7	26.7	66.7
4.	80	10	33.3	33.3	100
	Total	30	100.0	100.0	0

From the description above, there were 4 students (13. 3%) who got score 68, 8 students (26.7%) got score 72, 8 students (26. 7%) got score 76, and 10 students (33. 3%) got score 80 in pre-test experiment class.

After the students of experiment class had been taught by using the Paired Reading Paired Summarizing strategy, they had improvement in their scores. The frequency description of post-test in the experiment class is in the following table:

Table IV.6
The Frequency Description of Students' Post-test Scores of Reading Comprehension in Experiment Class

Post Experiment Class					
No.	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1.	72	3	10.0	10.0	10.0
2.	76	8	26.7	26.7	36.7
3.	80	9	30.0	30.0	66.7
4.	84	1	3.3	3.3	70.0
5.	88	9	30.0	30.0	100.0
	Total	30	100.0	100.0	0

From the table above, there were 3 students (10%) who got score 72, 8 students (26.7%) got score 76, 9 students (30%) got score 80, 1 student (3.3%) got score 84 and 9 students (30%) got score 88 in post-test experiment class.

Based on the statistical description at the table above, it showed the detail description both of the data. It could be seen the different mean, standard error of mean, median, standard deviation and other data of both pre-test and post-test in experimental class.

C. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the significant effect of using Paired Reading Paired Summarizing Strategy towards reading comprehension of the second year students' at SMA Handayani Pekanbaru. The data were divided into two classes; experiment and control scores. The writer used independent sample T-Test from SPSS.17 program to analyze the significant effect of using Paired Reading Paired Summarizing Strategy towards reading comprehension of the second year students' at SMA Handayani Pekanbaru.

1. The Students' Reading Comprehension in Narrative Text by Using Three Phase Technique

Table IV.7
The Students' Difference Scores in Reading Comprehension at Control Class

No.	Students	Students' Scores		Different Scores (D)	Percentage (%)
		Post-Test	Pre-Test		
1	Student 1	80	80	0	0%
2	Student 2	60	52	8	15%
3	Student 3	64	60	4	7%
4	Student 4	64	60	4	7%
5	Student 5	68	60	8	13%
6	Student 6	64	60	4	7%
7	Student 7	68	64	4	6%
8	Student 8	60	64	-4	-6%
9	Student 9	72	60	12	20%
10	Student 10	60	64	-4	-6%
11	Student 11	56	56	0	0%
12	Student 12	72	56	16	29%
13	Student 13	76	56	20	36%
14	Student 14	80	64	16	25%
15	Student 15	76	60	16	27%
16	Student 16	80	60	20	33%
17	Student 17	64	52	12	23%
18	Student 18	76	60	16	27%
19	Student 19	72	60	12	20%
20	Student 20	64	56	8	14%
21	Student 21	64	56	8	14%
22	Student 22	64	56	8	14%
23	Student 23	68	64	4	6%
24	Student 24	68	52	16	31%
25	Student 25	68	64	4	6%
26	Student 26	68	68	0	0%
27	Student 27	60	56	4	7%
28	Student 28	64	80	-16	-20%
29	Student 29	60	60	0	0%
30	Student 30	60	52	8	15%
Mean		67.33	60.40	6.93	12.34%

The table above describes about the differences between students' reading comprehension score before and after research at control class. Firstly, the students' reading comprehension mean was about 60.40; it was known by taking pre-test at the beginning. After giving post-test, the mean score of students' reading comprehension was 67.33. The improvement score was about 6.93; it means that there was no better improvement of students' reading comprehension on narrative text. The statistic of this data can be seen in the following table:

Table IV. 8
Statistics of Pre and Post Test Control Class

Descriptive Statistics	Pre-test Control Class	Post-test Control Class
N Valid	30	30
Missing	30	0
Mean	60.40	67.33
Std. Error of Mean	1.233	1.229
Median	60.00	66.00
Std. Deviation	6.755	6.733
Range	28	24
Minimum	52	56
Maximum	80	80
Sum	1812	2020

a. The Mean and the Standard Deviation Pre-test of Control Class

Based on the table above, it can be seen that the mean (M_y) of Pre-test of control class is 60.40 and Standard Deviation (SD) of Pre-test of control class is 6.755.

b. The Mean and the Standard Deviation Post-test of Control Class

Based on the table above, it can be seen that the mean (M_y) of Post-test is 67.33 and Standard Deviation (SD) of control class is 6.733.

2. The Students' Reading Comprehension in Narrative Text by using Paired Reading Paired Summarizing Strategy

Table IV.9
The Students' Difference Scores in Reading Comprehension at Experiment Class

No.	Students	Students' Scores		Different Scores (D)	Percentage (%)
		Post-Test	Pre-Test		
1	Student 1	76	80	-4	-5 %
2	Student 2	88	72	16	22 %
3	Student 3	80	80	0	0 %
4	Student 4	72	72	0	0 %
5	Student 5	72	80	-8	-10 %
6	Student 6	84	76	8	11 %
7	Student 7	80	76	4	5%
8	Student 8	76	76	0	0 %
9	Student 9	88	72	16	22 %
10	Student 10	88	80	8	10 %
11	Student 11	76	80	-4	-5 %
12	Student 12	72	68	4	6 %
13	Student 13	88	80	8	10 %
14	Student 14	88	76	12	16 %
15	Student 15	80	76	4	5 %
16	Student 16	76	80	-4	-5 %
17	Student 17	80	76	4	5 %
18	Student 18	76	76	0	0 %
19	Student 19	80	76	4	5 %
20	Student 20	88	72	16	22 %
21	Student 21	88	80	8	10 %
22	Student 22	80	72	8	11 %
23	Student 23	88	72	16	22 %
24	Student 24	76	72	4	6 %
25	Student 25	76	68	8	12 %
26	Student 26	88	68	20	29 %
27	Student 27	80	80	0	0 %
28	Student 28	80	80	0	0 %
29	Student 29	80	72	8	11 %
30	Student 30	76	68	8	12 %
Mean		80.67	75.20	5.47	7.60%

The table above describes about the differences between students' reading comprehension score before and after giving treatment at experiment class. Before giving a treatment, the students' reading comprehension means score was about 75.20; it was known by taking the pre-test at the beginning. While, after giving treatment, the mean score of students' reading comprehension improved. It was 80.67. The improvement of each student was various, there was drastically improved and not evens any improvement (0%). But generally, the improvement can be seen at mean score. The statistics of this data is in the following table:

Table IV.10
Statistics of Pre and Post-test Experiment Class

	Pre Experiment Class	Post Experiment Class
N Valid	30	30
Missing	0	0
Mean	75.20	80.67
Std. Error of Mean	.777	1.016
Median	76.00	80.00
Std. Deviation	4.254	5.567
Range	12	16
Minimum	68	72
Maximum	80	88
Sum	2256	2420

a. The Mean and the Standard Deviation Pre-test of Experiment Class

Based on the table above, it can be seen that the mean (M_x) of Pre-test of experiment class is 75.20 and Standard Deviation (SD) of Pre-test of experiment class is 4.254.

b. The Mean and the Standard Deviation Post-test of Experiment Class

Based on the table above, it can be seen that the mean (M_x) of Post-test is 80.67 and Standard Deviation (SD) of experiment class is 5.567.

3. The Significant Effect of Using Paired Reading Paired Summarizing Strategy towards the Students' Reading Comprehension in Narrative Text by Using Independent Sample T-Test.

TableIV.11
Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Experiment Class	30	80.67	5.567	1.016
Control Class	30	67.33	6.733	1.229

Based on the table above, it can be seen that the total students from each class, the experiment class consisted of 30 students; while for the control class consisted of 30 students. The mean of experiment class is 80.67 and the mean of control class is 67.33. The standard deviation from experiment class is

5.567 while standard deviation from control class is 6.733. The standard error mean from experiment class is 1.016, and control class is 1.229.

Table IV. 12
Independent Sample T-Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
			t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.						Lower	Upper
Score Equal variances assumed	.918	.342	8.359	58	.000	13.333	1.595	10.141	16.526
Equal variances not assumed			8.359	56.000	.000	13.33	1.595	10.138	16.528

Based on the output SPSS above, Independent-Sample T-test shows

Levene's Test to know the same variance.¹

Ho = Variance population identical

Ha = Variance population not identical

Significant Value > 0.05, Ho is accepted.

Significant Value < 0.05, Ho is rejected.

¹Hartono, *SPSS 16.0 Analisis Data Statistika dan Penelitian*, (Pekanbaru: Pustaka Pelajar, 2008), p.159

Based on the output SPSS above, it answered the hypothesis of the research that H_0 is rejected. It means that H_a is accepted because $0.000 < 0.05$. From the output above also, it could be seen that the t_o (t observation) was 8.359 with $df = 58$. The mean difference was 13.333 and the standard error difference was 1.595. The lower interval of the difference was 10.141 and the upper confidence difference was 16.526.

If t_o (t Observation) = 8.359 compared with t_t with $df = 58$, the t critic point was:

Significance 5% = 2.00

Significance 1% = 2.65

It could be seen that the t_o was higher than t_t in significance 5% and 1% ($2.00 < 8.359 > 2.65$). It means H_0 was rejected and H_a was accepted, in other word there is a significant effect of using Paired Reading Paired Summarizing strategy towards reading comprehension of the second year students' at SMA Handayani Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research was conducted with purpose to know whether there is a significant effect of using Paired Reading Paired Summarizing strategy towards students' reading comprehension.

Based on the data analysis explained at the chapter IV, finally the reasearch about the effect of using Paired Reading Paired Summarizing strategy towards reading comprehension of the second year students' at Senior High School Handayani Pekanbaru come to conclusion as follows :

1. The students' reading comprehension in narrative text taught without using Paired Reading Paired Summarizing strategy is categorized into enough level.
2. The students' reading comprehension in narrative text taught by using Paired Reading Paired Summarizing strategy is categorized into good level.
3. Paired Reading Paired Summarizing strategy is better than conventional strategy used by teacher at Senior High School Handayani Pekanbaru.

It can be concluded that Paired Reading Paired Summarizing strategy has a positive effect towards reading comprehension of the second year students' at Senior High School Handayani Pekanbaru.

B. Suggestion

Based on the research finding, the researcher would like to give some suggestion, especially for the teacher and the students. From the conclusion of the research above, it is found that using Paired Reading Paired Summarizing strategy can give significant effect toward students' reading comprehension on narrative text. The suggestions are as follows:

1. It is expected that the teacher at Senior High School Handayani Pekanbaru can implement this strategy in teaching reading because this strategy can make improvement of students' reading comprehension on narrative text.
2. The teacher should support the strategy used by using interesting topics that are suitable for the students' level and present the lesson clearly in order to make the students motivated in learning activity.
3. The teachers should support their teaching activity with interesting media.

4. For the students, they should have hard effort to improve their reading comprehension and take a part actively in learning process in order to support their comprehension.